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ABSTRACT

A follow-up study of 1980-81 graduates of Minneapolis Community College (MCC) was conducted to ascertain information on students' employment and educational activities since graduation; their attitudes towards the education received at MCC; and their use of various college services and activities. In spring 1982, questionnaires were sent to the 266 students who graduated in 1980-81, and a response rate of 58.3% was obtained. Survey responses were analyzed for three graduate groups: Chemical Dependency Specialists (CDS), Associate Degree Nurses (ADN), and all other graduates. Study findings indicated: (1) the average age of the respondents was 29.3 years; (2) 60.6% of all respondents were working full-time, 22.6% part-time, and 2.6% were seeking employment; (3) median monthly salaries were $1,163 for CDS graduates, $1,308 for ADN graduates, and $951 for all others; (4) 42.6% had continued their education since graduation, with 27.3% of these graduates enrolled in social science majors and 23.5% in business; (5) respondents' attitudes toward their education at MCC were positive, especially with respect to instruction; (6) 37.4% of the respondents reported participating in or attending college activities; and (7) 92.3% indicated that they would recommend MCC to others. Comparisons with earlier studies carried out at 3-year intervals are included in the study report. The survey instrument is appended. (HB)

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FOLLOW-UP SURVEY
OF THE
GRADUATES OF 1980-81

June Stein
College Research Officer

U.S. DEPARTMENT OF EDUCATION
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Minneapolis Community College

June 1982

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Minneapolis Community College

Follow-up Survey of the Graduates of 1980-81

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Follow-up Survey of the Graduates of 1980-81

June Stein, College Research Officer
Minneapolis Community College
June 1982

In the spring of 1982, the 266 graduates of 1980-81 from Minneapolis Community College (M.C.C.) were mailed a follow-up survey similar to questionnaires sent every third year since the inception of the college. Once again the graduates were asked for some general information and their employment and continued education activities since leaving M.C.C. In addition, their attitudes toward the education received at M.C.C. and their use of various college services and student activities were requested. As usual, the questionnaire was widely circulated within the college before printing to elicit suggestions for change. Much continuity was preserved, however, between the final copy and copy sent in earlier years. The appendix contains the final format.

Most graduates received the survey questionnaire about ten months following their graduation. Those who were graduated following fall or winter quarters had been away from M.C.C. longer than ten months. One follow-up letter was mailed to non respondents three weeks after the first letter. Nursing program graduates, 18.4 percent of the total, received an addendum containing items specific to their program. Responses to the addendum will be reported separately to those concerned. In discussing results of the graduates' responses, data have been grouped into three categories: data from the graduates of the Chemical Dependency Specialist Program (C.D.S.), the A.D. Nursing Program, and all others.

The proportion of graduates responding to the survey over the years has varied. In the last decade, the proportions have ranged from a low of 50.2 percent of the graduates of 1978 to 59.1 percent of those of 1975. Of the graduates of 1980-81, 58.3 percent returned questionnaires. One graduate was reported killed in Nigeria. Generally, more women than men respond, but among specific

programs, this statistic is reversed. As Table I shows, this reversal was the case for both the C.D.S. graduates, who made up 18.8 percent of all, and those in nursing. Best response was from the C.D.S. graduates, over two thirds of whom responded, followed by the Nursing program graduates with a 63.3 percent response rate and 53.9 percent of all others. The data at the bottom of Table I show numbers of students and proportions graduated each quarter and their response rate. Clearly, the more recently the student had been graduated, the higher was the response rate.

The numbers of students graduated from specific programs show a small variance from figures used in the recent retention study of graduates.* When better information became available from the Records Office, it was incorporated into this report, accounting for the small variance.

In addition to the tables numbered in Roman numerals that follow the text of this report, tables using Arabic numerals have been used in the body of the text to compare selected data from this study to available data from studies of M.C.C.'s graduates conducted over the past decade. Those studies, conducted in the same fashion as the current one, followed up graduates of 1972, 1975, and 1978.

General Information

Table II contains general information about the graduates. Part A presents a distribution of the graduates' age at the time of graduation. When the graduates' median age of 29.3 is compared with the average age of graduates in the last decade, shown in Table 1 below, it is clear that average age at graduation has increased steadily. The exception is in the CDS program where graduates have usually averaged in their thirties. Generally, the male graduates responding have been older than the female, as is true in the current study.

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*J. Stein, "Retention at Minneapolis Community College: Retention Over a Two Year Period of the Students of Fall Quarter 1979 and The Graduates of 1980-81", p.13.

Table 1

Median Age at Time of Graduation
Over the Period 1972 - 1981

Year of Graduation	Median Age CDS	Nsg.	All Respondents
1981	36.0	29.5	29.3
1978	36.0	25.8	26.7
1975	29.5	24.9	25.5
1972	36.5	24.8	24.5

Table II, Part A, also lists the majors given by graduates who were categorized in the Liberal Arts/Other Vocations category (Lib. Arts/Other). Three majors appear for the first time: College for Working Adults, Computer Science and Human Services. All are the newest programs offered at the college. Not represented is the Fire Protection program, which was dropped, or cooperative programs such as Child Development Assistant. Part B gives the proportions of graduates who said they entered as new freshmen without previous college experience and those who entered with transfer credits. About 52 percent of respondents said they entered as new freshmen. Since the retention study of 1981 graduates* showed that in fact, 47 percent entered as new freshmen, we can conclude that more who entered as new freshmen responded to the questionnaire than those in the total graduate population. In comparison with previous follow-up studies, the current study has the smallest proportion of graduates saying that they entered M.C.C. as new freshmen. The proportions receiving a degree, certificate, or both (see Part C) are about the same as in earlier studies except that those reporting receiving a certificate only have increased from 3.6 percent of 1975 graduates and 8.8 percent of 1978 graduates to 10.3 percent of 1981's. About ten percent received both an associate degree and a certificate.

*Op. Cit., p.22.

Employment

Employment data are given in Table III. In the spring of 1982, about three fourths of C.D.S. and Nursing program students were working full time, one graduate in each program was seeking work and the rest were working part time (see Part A) or not seeking work. Only about half the Lib. Arts/Other graduates were working full time, reflecting the fact that many continued their education. Comparison of similar data gathered over the last decade is shown below. The data are roughly comparable.

Table 2
Comparison of Employment Status of Graduate Respondents
About Ten Months after Graduation, 1972-1981

Year of Graduation
(Percent)

Employment	1981	1978	1975	1972
Full Time	60.6	59.6	56.3	69.9
Part Time	22.6	24.3	26.5	21.4
Seeking Work	2.6	4.4	9.3	4.9
Not Seeking Work	11.0	11.0	7.9	3.9
No Response	3.2	.7		
Total Percent	100.0	100.0	100.0	100.1

Only about a fourth of the graduates said that they had the same job as they had before enrolling at M.C.C., and only one Nursing program graduate said this (see Part B). Almost all C.D.S. and Nursing program students said their work represented what they wanted to do either "very well" or "acceptably". The Lib. Arts/Other group were not so positive--61.4 percent felt this way--again reflecting that many continued their education and were in what they considered temporary jobs (see Part C). Over 80 percent of C.D.S. and Nursing program graduates said their work was in the field studied at M.C.C. but only 30.0 percent of Lib. Arts/Other graduates said this. Over a fourth of them did not respond to the question. These proportions are roughly similar to data in previous studies.

None of the Nursing Program graduates felt that they were in temporary jobs because they had not completed their education and planned to change jobs when they did. However, 10.3 percent of C.D.S. and 40.0 percent of Lib. Arts/Other graduates did check this item (see Part E). Place of employment for most graduates was in the metropolitan area, particularly Minneapolis. More 1981 graduates than in the previous two studies, when this question had also been asked, had located outside the Twin Cities area in Minnesota and in other states, 7.8 and 11.6 percent, respectively. Job locations outside the metropolitan area were particularly prevalent in the case of C.D.S. graduates. A fifth of them located in other states and 17.2 percent were in Minnesota away from the metropolitan area (see Part F).

A distribution of monthly salaries is shown in Part G of Table III. Of course, average salaries are higher than in previous studies because of inflation. A comparison is presented below. Women's salaries in C.D.S. averaged higher than men's but for all respondents, differences in salary between sexes were small among graduates of 1980-81.

Table 3
Median Monthly Salaries of Graduate Respondents
of 1972-1981

(Dollars)

Program	1981	1978	1975	1972
C.D.S.	1163	861	701	676
Nursing	1308	1001	831	730
Lib. Arts/Other	951	743	434	526
All Respondents	1113	904	767	676

List 1 gives the job title or duties by sex and field reported by employed graduates. The reader will note a wide variety of jobs reported.

Continued Formal Education

Table IV presents data on the graduates' formal education since leaving M.C.C. About ten months after their graduation from M.C.C., 42.6 percent of the

graduates had continued their education; a third of the C.D.S. graduates had, none of the Nursing Program graduates and 60.0 percent of Lib. Arts/Other graduates had continued. About 16 percent of Nursing graduates planned to attend college. Some previous studies included such expectations in the numbers of those continuing their education. In the past decade of these studies, from 42.6 to 50.1 percent of the graduates have continued their studies (see Table 4 below). From a third to about half the C.D.S. graduates who responded

Table 4

Continued Formal Education 1972-1981

(Percent)

Program	1981	1978	1975	1972
C.D.S.	35.0	51.9	54.2	33.3
Nursing	.0	5.9	15.0	18.6
Lib. Arts/Other	60.0	72.4	75.6	69.4
All Respondents	42.6	43.4	50.1	47.0

continued, from none to almost a fifth of Nursing program graduates did, and from about three fifths to three fourths of Lib. Arts/Other graduates did. Most planned to earn a bachelor's degree. Of 1981 graduates, 69.7 percent expected to receive a bachelor's degree, 10.6 percent, a master's, and 4.5 percent each planned to earn a certificate or were not studying for a degree or certificate (see Part B). Almost a fourth of the major fields graduates pursued were in business, 23.5 percent. Social sciences interested 27.3 percent, science and engineering, 12.1 percent, with the same proportion not specifying a major (see Part C).

Comparisons with the previous two surveys are shown below in Table 5. Interest in business majors has increased since 1975 while interest in education has decreased. Language arts and science and engineering majors have increased while interest in the social sciences seems to have waned although over twelve percent of the graduates of 1981 did not indicate their major.

Table 5
Major Fields of Graduates who Continued Their Education
1975-81

Major Field	(Percent) 1981	1978	1975
Business	23.5	19.3	19.2
Education	4.5	7.0	12.8
Humanities-Arts	5.3	10.5	5.1
Language Arts	7.6	3.5	3.8
Nursing & Health Sciences	3.0	3.5	6.4
Science & Engineering	12.1	3.5	7.7
Social Sciences	27.3	49.1	37.2
Other	4.5	3.5	3.8
Unspecified	12.1		3.9
Total Percent	99.9	99.9	99.9

The educational institutions that graduates attended are shown in Table IV, Part D. About 41 percent attended the University of Minnesota; 23.5 percent, the state universities; 18.2 percent, private colleges; 2.3 percent, M.C.C. (one with a C.D.S. certificate wished an associate degree); 6.1 percent, business and trade schools; and 7.6 percent, out of state colleges and universities. More of the C.D.S. graduates than others attended state universities (29.2 percent) and non Minnesota colleges (16.7 percent) than others. State universities attended were Mankato, Metropolitan and St. Cloud while the two private colleges attended most often were Augsburg and Hamline.

In the past decade, graduates responding to the follow-up survey have generally responded in similar fashion to the item on subsequent educational institutions. Some variation, however, is observable in Table 6 below among the types of institutions attended most often.

Table 6
Institutions Attended by Graduates After M.C.C.
1972-1981

Type of Educational Institution	(Percent) 1981	1978	1975	1972
Univ. of Minnesota	40.9	30.5	44.6	41.8
Mn. State Universities	23.5	32.2	24.7	27.3
Mn. Private Colleges	18.2	25.4	19.9	10.9
Mn. Community Colleges	2.3	3.4	4.8	3.6
Mn. Business & Trade Schools	6.1	3.4	2.4	10.9
Non Minnesota Institutions	7.6	5.1	3.6	7.3
No Response	1.5			
Total Percent	100.1	100.0	100.0	101.8

Attitude Toward Experiences at M.C.C.

Table V gives responses by major field and sex to items reflecting attitudes toward a variety of experiences at M.C.C. or consequences from such experiences. Responses of "Agree Strongly" and "Agree" have been combined and those of "Disagree" and "Disagree Strongly" have been combined. The proportions these responses are of all respondents to the survey are shown. Graduates who either responded "Don't Know or Not Relevant" or did not respond make up the balance of the proportions shown.

Over ninety percent responded favorably to items, "I usually received helpful personal attention from instructors," classroom facilities were adequate, and "I gained confidence in my academic abilities." About 97 percent of women responded that "Instruction was generally good," but 89.5 percent of men so responded. Between 80 to 90 percent agreed or strongly agreed with the statements, "The range of the courses to choose from was adequate," and that the bookstore facilities were adequate. Over 80 percent of the women disagreed with the statement that, "I left as confused about my personal goals as when I started," but only 68.4 percent of men disagreed with the statement. Almost 70 percent of the students agreed that their course work gave them skills for their present job. Almost eighty percent of the men but 68.4 percent of the women agreed they had received helpful personal attention from counselors while 11.2 percent of the women and 5.3 percent of the men disagreed. Attention from librarians was viewed favorably by about 69 percent and 7.1 percent of women only disagreed.

The highest proportion reacting negatively to an item was one fifth of the women who did not feel the student lounge was adequate; 10.5 percent of the men felt this way. The library facilities received the next most unfavorable vote by 19.4 percent of the women and 12.3 percent of the men followed by negative responses to receiving helpful personal attention from administrators where 16.3 percent of women and 10.5 percent of men so indicated. About 15 percent responded negatively to receiving helpful attention from staff.

More women than men felt that the parking facilities were adequate, 81.6 vs. 66.7 percent, respectively, and about three quarters of the graduates were satisfied with the lunchroom facilities. About the same proportion felt they had acquired study skills and about 68 percent felt they had gained social skills while at M.C.C.; more of the men than women felt this way. About 44 percent of the men and 39 percent of the women responded favorably to the item, "Student activities I wished to join were available." Of men, 12.3 percent and 5.1 percent of women disagreed. Almost all responding to the items on whether the associate degree or certificate had been helpful agreed that they had been helpful. About 58 percent felt their course work met requirements for college transfer while about 10 percent did not. Also, about 38 percent of women and 53 percent of men felt that all credits they expected to transfer were accepted; about 12 percent of women and men disagreed.

It is interesting to examine responses to these same questions over the period of the last decade. This has been done in the graph that follows for the four follow-up studies in the period 1972-1981. The graph shows the percent of all favorable and unfavorable responses to each item. The responses of Agree and Agree Strongly are shown above the zero percent line and those of Disagree and Disagree Strongly are shown below the zero line.

First of interest are items in which attitudes have improved over the years.

Code for Graph

3. Experience at MCC:

Please respond to the items that follow by checking whether you strongly agree, agree, don't know or not relevant, disagree, or strongly disagree. If you would like to make other comments, please do so in #4 below.

a. My course work gave me skills for my present job.

b. My course work met requirements for college transfer.

c. The range of the courses to choose from was adequate.

d. Instruction was generally good.

e. When I transferred, all credits I expected to transfer were accepted.

f. I usually received helpful personal attention from: (Check all that apply)

(1) administrators
(2) instructors
(3) counselors
(4) librarians
(5) staff

Please answer if you earned an Associate degree:

g. The Associate degree has been helpful.

Please answer if you earned a certificate:

h. The Certificate I earned has been helpful. Not shown

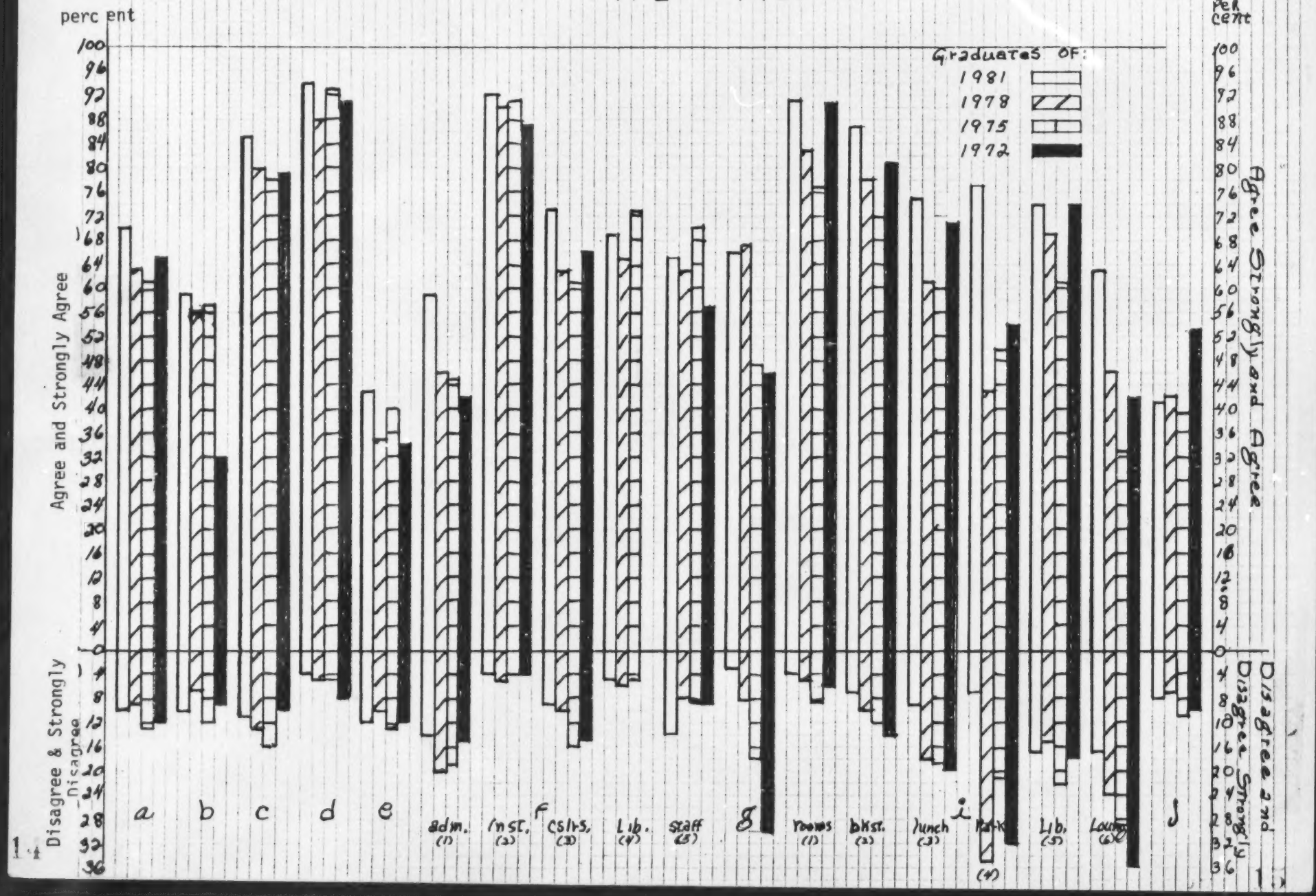
i. The following college facilities were adequate for me:

(1) classrooms
(2) bookstore
(3) lunchrooms
(4) parking
(5) library
(6) student lounge

j. Student activities I wished to join were available.

Graph I

Graduates' Attitude Toward Experiences at M.C.C.
1972 – 1981



Improvement is clearly apparent in item f(1), "I usually received helpful personal attention from administrators;" g. "The Associate degree has been helpful;" and i(4) and (6) regarding parking and student lounge facilities, respectively. As the public have become more familiar with community colleges, the associate degree has probably gained greater acceptance, accounting for improvement in that item. Also involved in this improvement in attitudes, however, is that the studies of 1972 and 1975 included an additional clause in the item regarding the associate degree, "...; it has prestige and status." The college's new facilities account for the improvements in lounge facilities. In most items, the class of 1981 responded more favorably to this section of the survey than any other class has.

Use of Services

College personnel from whom graduates sought help is shown in Table VI. Students most often sought the help of their teachers for academic difficulties, over 61 percent did, although about a fifth sought counselors for help. About a third saw teachers for help with personal problems, and about a fifth saw counselors. Administrators were most often seen as providing financial aid help by about a third of the graduates. The counselors most often helped in planning course work for about three fifths, although teachers were seen by about a third of the graduates for this purpose.

The proportions indicating participation in or attendance at various college activities were 30.6 percent of the women responding and 49.1 percent of the men. The theater was checked most frequently by 16.8 percent followed by the college movies, 13.5 percent. Intercollegiate and intramural games were checked next most often by about 11.0 percent followed by special interest group, 9.7 percent and college newspaper, 9.7 percent. A fifth of the men reported participation in or attendance at intramural/extramural sports and theater compared to 5.1 and 14.3 percent, respectively, of the women. Movie attendance was reported by 21.1 percent of the men and 9.2 percent of the women (see Table VII, Part A).

As the table below shows, the proportion of graduates reporting such participation is the lowest in the past decade. The increasing age of

Table 7
Proportion of Graduates Reporting
Participation in or Attendance at College Activities
1972-1981

Class of:	Participation
1981	37.4
1978	42.6
1975	59.0
1972	73.5

the graduates may have a bearing upon this statistic as well as the College for Working Adults program which brings few students on campus when most events are available.

A new item in the current survey asked what college publications the graduates read of four listed: catalog, student handbook, weekly student bulletin, and the college newspaper. Most students, 65.8 percent, reported reading the catalog and fewest, the student handbook, 54.8 percent. More women than men read the catalog and student handbook, and more men than women read the college newspaper. About the same proportions read the weekly bulletin (see Part B, Table VII).

Part C of Table VII shows which of five college services were used by graduates. About a fifth, 21.3 percent, reported using the Learning Assistance Center; 7.7 percent used the Student Health Center; and 7.1 percent, the Child Care Center. The Black Student Support Service was used by 5.2 percent of respondents and American Indian Support by 3.9 percent. As Table 8 below shows, all services were used as much or more than when the question was first asked of 1978 graduates except the Student Health Center which is located now at the Minneapolis Technical Institute adjoining M.C.C.

Table 8
Use of Specified College Services by Graduates of 1978 and 1981

College Service	Use by Graduates of 1981 %	1978
Child Care Center	7.1	5.1
Student Health Center	7.7	8.1
Learning Assistance Center	21.3	10.3
Black Student Support	5.2	.7
American Indian Support	3.9	1.5

Whether the graduate received financial aid from public funds to attend MCC is shown in Table VII, Part D. About 43 percent reported receiving such aid. This figure is compared in Table 9 below with similar data from previous studies. Those receiving financial aid ranged from 41.2 percent of 1975 graduate respondents to 54.8 percent of 1978 graduates.

Table 9
Proportion of Graduates who Received Financial Aid from Public Funds
1975-1981

Class of:	Received Aid
1981	43.2
1978	54.8
1975	41.2

Recommendations and Comments

Almost all graduates said they would recommend that friends and relatives attend M.C.C., 92.3 percent did (see Table VIII). Table 10 below compares this statistic with similar data from previous studies.

Table 10
Whether Graduates Would Recommend that Friends and Relatives Attend M.C.C.--Surveys of 1972-81 Graduates
(Percent)

Recommendation	1981	1978	1975	1972
Would Recommend	92.3	87.5	82.5	92.9
Would Not Recommend	1.9	4.4	4.8	3.5
Undecided, Maybe, Conditional	1.9	3.7	4.8	3.5
No Response	3.9	4.4	7.8	
Totals	100.0	100.0	99.9	99.9

Since 1975 when 82.5 percent said they would recommend M.C.C., the proportions have steadily increased to the 92.3 percent in the current study.

List 2 contains responses to what activities for alumni the graduate would take advantage of if offered. About a fourth of the respondents replied to the item. Class reunions were mentioned most often. Two graduates mentioned women's studies classes and one indicated a willingness to recruit new students.

As usual, a few lines were left in the questionnaire for comments, suggestions, etc. Those made are given in List 3 grouped by program and sex. Many of the comments were complimentary with respect to the college as a whole and the graduates' experiences at M.C.C. Positive comments concerning instructors were also frequent. On the negative side, most comments concerned the Records Office services and/or staff members and a few concerned the Financial Aid Office. A few comments were negative concerning the counselors but some were positive also. A few graduates thought the college was too easy. The graduates made diverse suggestions for specific programs or additional courses or related their experiences in transferring credits. A few quotations illustrating some of these points are given below.

> (C.D.S. graduate) "I personally enjoyed the school and instructors. I found the instructors to be warm, sensitive, and caring and would highly recommend the school. Courses transferred only at Metro."
>
> (Lib. Arts, Other graduate) "Activities were not available to CWA students. It was very disturbing to discover that 3 months of daily phone calls were required in order to obtain an accurate copy of my transcript."
>
> (Lib. Arts, Other graduate) "The counselors were never helpful. I usually left more confused after talking to them and didn't appreciate waiting for hours or days to get a simple question answered much less other pertinent information."
>
> (Lib. Arts, Other graduate) "My two year experience at M.C.C. was great! I learned a lot about myself and met a lot of new people. The teachers were great and the counselors provided all the information I needed to complete my degree."
>
> (C.D.S. graduate) "You should get state acceptance of C.D. Certificate."
>
> (Lib. Arts, Other) "I feel Spanish as a language should be offered along with a Spanish Club. I feel all of the journalism courses that are listed in the catalog should be offered so that those credits would all transfer, but as it stands they will not!...I also feel that for every student that is

able to register for the lecture of a science course ought to be able to register for the lab. It shouldn't be closed to them."

Summary

The follow-up study is one of the chief ways a college has to evaluate itself. The current study indicated both improvements and areas in which improvements can be made. The increase in the average age of our graduates reflects both the decreasing numbers of high school graduates in the population and the increase in programs specifically designed for the older student, such as the Competency Based Education Program and the College for Working Adults. The decade of the '80's holds many challenges for the community college. But the community college is perhaps the most easily adaptable educational institution to meet these challenges.

The Graduates of 1980-81

Table I
The Population

Major Field	Women	Men	Total
Chemical Dependency Specialist			
N. Graduates	30	20	50
N. Responses	20	14	34
% Responding	66.6	70.0	68.0
Nursing Program			
N. Graduates	42	7	49
N. Responses	26	5	31
% Responding	61.9	71.4	63.3
Liberal Arts, General and Other Vocations			
N. Graduates	87	80	167
N. Responses	52	38	90
% Responding	59.8	47.5	53.9
Total Graduates			
N. Graduates	159	107	266
N. Responses	98	57	155
% Responding*	61.6	53.3	58.3

Graduates of 1980-81			Tot. N	Response N	Response %
Fall 1980	7	9	16	6	37.5
Winter 1981	21	19	40	23	57.5
Spring 1981	126	72	198	119	60.1
Summer 1981	5	7	12	7	58.3
Totals	159	107	266	155	58.3

*A total of 24 questionnaires (9 percent) were returned by the Post Office as undeliverable. Most were resent to other available addresses and few of these were returned. One Nigerian graduate was reported as killed in Nigeria.

Table II
General Information
Part A. Age to Year of Graduation

	Chem. Dep. Spec.				Nursing Program				Lib. Arts/Other Voca.*				All Respondents					
	Wom.	Men	Total		Wom.	Men	Total		Wom.	Men	Total		Women		Men		Total	
Age	N	N	N	%	N	N	N	%	N	N	N	%	N	%	N	%	N	%
20-22	1	2	3	8.8	3		3	9.7	15	7	22	24.4	19	19.4	9	15.8	28	18.1
23-25	3	1	4	11.8	5	1	6	19.4	5	5	10	11.1	13	13.3	7	12.3	20	12.9
26-28	3		3	8.8	2	1	3	9.7	10	5	15	16.7	15	15.3	6	10.5	21	13.6
29-31	1	1	2	5.9	6	3	9	29.0	7	9	16	17.8	14	14.3	13	22.8	27	17.4
32-34		2	2	5.9	5		5	16.1	4	6	10	11.1	9	9.2	8	14.0	17	11.0
35-37	4	2	6	17.6	2		2	6.5	4		4	4.4	10	10.2	2	3.5	12	7.7
38-40	4		4	11.8					2	1	3	3.3	6	6.1	1	1.8	7	4.5
41-45	1	3	4	11.8	1		1	3.2	3	2	5	5.6	5	5.1	5	8.8	10	6.5
46-50	2	2	4	11.8	1		1	3.2					3	3.1	2	3.5	5	3.2
51-55	1		1	2.9						1	1	1.1	1	1.0	1	1.8	2	1.3
56-60		1	1	2.9					1		1	1.1	1	1.0	1	1.8	2	1.3
71-75										1	1	1.1			1	1.8	1	.6
No Resp.					1		1	3.2	1	1	2	2.2	2	2.0	1	1.8	3	1.9
Totals	20	14	34	100.0	26	5	31	100.0	52	38	90	99.9	98	100.0	57	100.2	155	100.0
Median	36.0	36.0	36.0		29.8	29.0	29.5		27.2	29.0	27.9		28.7		29.9		29.3	

Part B. First Registration at MCC

	Chem. Dep. Specialist				Nursing Program				Lib. Arts/Other Voc.				All Respondents					
	Wom.	Men	Total		Wom.	Men	Total		Wom.	Men	Total		Women		Men		Total	
Status	N	N	N	%	N	N	N	%	N	N	N	%	N	%	N	%	N	%
New Freshmen	11	6	17	50.0	13	2	15	48.4	32	17	49	54.4	56	57.1	25	43.9	81	52.3
Transfer Student	9	8	17	50.0	13	3	16	51.6	19	20	39	43.3	41	41.8	31	54.4	72	46.5
No Response									1	1	2	2.2	1	1.0	1	1.8	2	1.3
Totals	20	14	34	100.0	26	5	31	100.0	52	38	90	99.9	98	99.9	57	100.1	155	100.1

Part C. Degree or Certificate Received

Form of Completion																		
Associate Degree	3	1	4	11.8	26	5	31	100.0	50	37	87	96.7	79	80.6	43	75.4	122	78.7
Certificate	8	8	16	47.1									8	8.2	8	14.0	16	10.3
Both	9	5	14	41.2					2		2	2.2	11	11.2	5	8.8	16	10.3
No Response										1	1	1.1			1	1.8	1	.7
Totals	20	14	34	100.1	26	5	31	100.0	52	38	90	100.0	98	100.0	57	100.0	155	100.0

* Major Field	Numbers Wom.	Men
Liberal Arts-General	31	23
Business	7	8
Accounting	(1)	
Secretarial	(2)	
Business Administration, General	(4)	(5)
Marketing		(3)
College for Working Adults	6	2
Competency Based Education	1	
Computer Science	2	
Human Services	4	3
Law Enforcement	1	2

Graduates of 1980-81

Table III
Employment

Part A. Current Paid Employment

	Chem. Dep. Spec.				Nursing Program				Lib. Arts/Other Voca.				All Respondents					
	Wom.	Men	Total		Wom.	Men	Total		Wom.	Men	Total		Women		Men		Total	
Employed	N	N	N	%	N	N	N	%	N	N	N	%	N	%	N	%	N	%
Full Time	16	8	24	70.6	18	4	22	71.0	26	21	47	52.2	60	61.2	33	57.9	93	60.0
and Seeking Work		1	1	2.9											1	1.8	1	.6
Part Time	1	3	4	11.8	8		8	25.8	16	7	23	25.6	25	25.5	10	17.5	35	22.6
Seeking Work	1		1	2.9		1	1	3.2	1	1	2	2.2	2	2.0	2	3.5	4	2.6
Not Seeking Work	2	2	4	11.8					7	6	13	14.4	9	9.2	8	14.0	17	11.0
No Response									2	3	5	5.6	2	2.0	3	5.3	5	3.2
Totals	20	14	34	100.0	26	5	31	100.0	52	38	90	100.0	98	99.9	57	100.0	155	100.0

Part B. Whether the Job Held is the Same One as the Graduate Held Before Enrolling at MCC

Same Job																		
Yes	3	1	4	13.8	1		1	3.3	19.5*	10	29.5	42.1	23.5	26.8	11	25.6	34.5	26.7
No	13	10	23	79.3	25	4	29	96.7	22.5*	18	40.5	57.9	60.5	72.0	32	72.1	92.5	71.7
No Response	1	1	2	6.9									1	1.2	1	2.3	2	1.6
Totals	17	12	29	100.0	26	4	30	100.0	42	28	70	100.0	85	100.0	44	100.0	129	100.0

Part C. How Well Work Represents What Graduate Wanted to Do

Work represents what graduate wanted to do:																		
Very well	10	9	19	65.5	19	5*	24	77.4	9	9	18	25.7	38	44.7	23	51.1	61	46.9
Acceptably	4	2	6	20.7	6		6	19.4	16	9	25	35.7	26	30.6	11	24.4	37	28.5
Tolerably	1		1	3.4					6	5	11	15.7	7	8.2	5	11.1	12	9.2
Unsatisfactorily & unrewardingly	1	1	2	6.9					4		4	5.7	5	5.9	1	2.2	6	4.6
No response	1		1	3.4	1		1	3.2	7	5	12	17.1	9	10.6	5	11.1	14	10.8
Totals	17	12	29	99.9	26	5	31	100.0	42	28	70	99.9	85	100.0	45	99.9	130	100.0

*One said, "When employed." Another said, "One job the same, the second job not the same." A third said, "Yes and No: same duties, new title."

Table III(con't)
Employment

Part D. Whether Work Is in the Field Studied at MCC

Whether in Field	Chem. Dep. Spec. Wom. N	Chem. Dep. Spec. Men N	Chem. Dep. Spec. Total N	Chem. Dep. Spec. Total %	Nursing Program Wom. N	Nursing Program Men N	Nursing Program Total N	Nursing Program Total %	Lib. Arts/Other Voc. Wom. N	Lib. Arts/Other Voc. Men N	Lib. Arts/Other Voc. Total N	Lib. Arts/Other Voc. Total %	All Respondents Women N	All Respondents Women %	All Respondents Men N	All Respondents Men %	All Respondents Totals N	All Respondents Totals %
Is in Field	14	10	24	82.8	26	4	30	100.0	14	7	21	30.0	54	63.5	21	47.7	75	58.1
Is not in Field	2	2	4	13.8					18	12	30	42.9	20	23.5	14	31.8	34	26.4
No Response	1		1	3.4					10	9	19	27.1	11	12.9	9	20.5	20	15.5
Totals	17	12	29	100.0	26	4	30	100.0	42	28	70	100.0	85	99.9	44	100.0	129	100.0

Part E. Whether Work Is Temporary and Will Change When Graduate Has Completed Further Education

Temporary until Cont. Educ. Ends																		
Temporary Job	1	2	3						19	9	28		20		11		31	
Percent of those working	5.9	16.7	10.3						45.2	32.1	40.0		23.5		25.0		24.0	

Part F. Place of Employment

Location																		
Minneapolis	9	3	12	41.4	19	3	22	73.3	27	16	43	61.4	55	64.7	22	50.0	77	59.7
Mpls. Sub.	1	1	2	6.9	2*		2	6.7	6	5	11	15.7	9	10.6	6	13.6	15	11.6
St. Paul	2	2	4	13.8	1	1	2	6.7	3@	1	4	5.7	6	7.1	4	9.1	10	7.8
St.Paul Sub.									2		2	2.9	2	2.4			2	1.6
Other Minn.			5	17.2			1	3.3		1	4	5.7	4	4.7	6	13.6	10	7.8
Anoka		1																
Cambridge	1									1								
Carlton																		
Center City	1																	
Hastings		1																
Jordan	1																	
St. James										1								
Sauk Rapids										1								
Winsted					1													
Other States			6	20.7			3	10.0			6	8.6	9	10.6	6	13.6	15	11.6
Arizona, Tucson	1																	
California, Westminster									1									
Pasadena									1									
Riverside										1								
Iowa		1																
Kansas City									1									
Louisiana, Mandeville		1																
Montana, Billings					1													
Missoula										1								
Ohio, Cleveland	1	1																
Oregon, Portland					2													
Washington, Seattle									1									
Wisconsin, LaCrosse		1																
Totals	17	12	29	100.0	26	4	30	100.0	42	28	70	100.0	85	100.	44	99.9	129	100.1

* One said "Hennepin County."
@ One said "Mpls. & St. Paul.

Table III (con't.)
Employment

Part G. Monthly Salary before Taxes

Monthly Salary ($)	Chem. Dep. Spec. Wom. N	Men N	Total N	%	Nursing Program Wom. N	Men N	Total N	%	Lib. Arts/Other Voca. Wom. N	Men N	Total N	%	All Respondents Women N	%	Men N	%	Totals N	%
1 - 400					1*		1	3.3	3+2*	2	7	10.0	6	7.1	2	4.5	8	6.2
401 - 500	1		1	3.4					3+1*	1	5	7.1	5	5.9	1	2.3	6	4.7
501 - 600	1		1	3.4						2	2	2.9	1	1.2	2	4.5	3	2.3
601 - 700					1		1	3.3	+1*	3+2*	6	8.6	2	2.4	5	11.4	7	5.4
701 - 800	1	1	2	6.9	+1*		1	3.3	3		3	4.3	5	5.9	1	2.3	6	4.7
801 - 900		1*	1	3.4	3+1*		4	13.3	4	1	5	7.1	8	9.4	2	4.5	10	7.8
901 -1000		1	1	3.4					2	3	5	7.1	2	2.4	4	9.1	6	4.7
1001 -1100	3	1	4	13.8	1		1	3.3	3	2	5	7.1	7	8.2	3	6.8	10	7.8
1101 -1200	2	2	4	13.8	5		5	16.7	3		3	4.3	10	11.8	2	4.5	12	9.3
1201 -1300		2	2	6.9	1		1	3.3	2	2	4	5.7	3	3.5	4	9.1	7	5.4
1301 -1400	3	2	5	17.2	6	1	7	23.3		1	1	1.4	9	10.6	4	9.1	13	10.1
1401 -1500	1		1	3.4	4	2	6	20.0	3		3	4.3	8	9.4	2	4.5	10	7.8
1501 -1600	1		1	3.4	1	1	2	6.7	2		2	2.9	4	4.7	1	2.3	5	3.9
1601 -1700	1		1	3.4									1	1.2			1	.8
1701 -1800	1		1	3.4					1		1	1.4	2	2.4			2	1.6
1801 -1900																		
1901 -2000									1	3	4	5.7	1	1.2	3	6.8	4	3.1
2001 -2100																		
2101 -2200										1	1	1.4			1	2.3	1	.8
2201 +									1	3	4	5.7	1	1.2	3	6.8	4	3.1
Varies or uncertain	2		2	6.9					1		1	1.4	3	3.5			3	2.3
No response		2	2	6.9	1		1	3.3	6	2	8	11.4	7	8.2	4	9.1	11	8.5
Totals	17	12	29	99.6	26	4	30	99.8	42	28	70	99.8	85	100.2	44	99.9	129	100.3
Median Salary	1178	1151	1163		1191	1451	1308		926	967	951		1116		1101		1113	

* Part-time.

Graduates of 1980-81

List 1
Job Title or Duties

Chemical Dependency Specialist

Women	Men
4-C.D. Counselor/Specialist	4-C.D. Counselor/Specialist
Outpatient C.D. Cslr.	Counselor
Diagnostic/Referral Cslr.	Counselor Consultant
Sr. Chem. Dep. Cslr.	Counselor Intern
Aftercare Cslr./Coordinator	C.D. Adolescent & Family Cslr.
Aftercare Cslr.	Consultant, Employees Assistance Program
Aftercare Coordinator	Substance Abuse Cslr.
Executive Director	Residential Cslr.
Social Worker	
Homemaker/Aid	
Owner-Floral Designs	
Seamstress/Continuing Student	
Program Secretary	
Janitorial	

Nursing Program

Women	Men
15-Registered Nurse	4-Registered Nurse
6-Staff Nurse	Staff Nurse
Charge Nurse & Pt. Time Staff Nurse	
RN & Evening Supervisor	
TMA Charge Nurse	
Patient Care Coordinator	
Assistant Director, Nursing	

Liberal Arts, General and Other Vocations

Women	Men
Assistant editor, Corporate Newspaper	Assistant Mgr, Restaurant
Assistant Buyer	Associate Minister
Weather Services Assistant	Facilities Supervisor
Optometric Assistant	Technical Director at Theater
Tele. Communication	Activities Leader in Nursing Home
Home Care for Invalid Elderly	Historic Interpreting guide
Nursing Assistanc	Forklift Driver-Materials Handler
Choir Director & Nursing Assistant	Production Technician
Day Care Teacher	Machine Operator
Sr. Secretary	Cashier
2-Secretary	Clerk
Cash Clerk	Cook
Clerk Typist II	Fiscal Accounts Clerk
Case Aide	Hospital
Sales Clerk	Deputy Sheriff
Sales	Police Officer
Retail Sales	Instructor
2-Waitress	Owner
Work in answering service	2-Manager
House Cleaning, Co-op Stock	Supervisor
Self employed	Musician
Insurance Clerk	Computer Operator
Payroll, Payables, Receivables	Quality Control Inspector
Expense-verification/processing bills	Service Technician
Sales Representative & Part time Waitress	Counselor
Remittance Processor (clerical)	U.S. Air Force Telecommunications
Bookkeeper-Administrative Assistant	
Receptionist	
Area Supervisor	
Unit Director of Youth Agency	
Human Services Technician	
Bank Security	
Computer Programmer	
Head, Word Processing Dept.	
Pension Service Representative	
Telemarketing Specialist	
Secretary/Administrative	
Secretary, Special Services	
Cashier	
Security Staff Assistant	

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Graduates of 1980-81

Table IV
Formal Education Since MCC

Part A. Graduates Who Continued Their Formal Education After MCC

MCC Program	Continued Education: Women N	Women %	Men N	Men %	Total N	Total %	Total Responses & Percent Continuing of Total Responses: Women N	Women %	Men N	Men %	Total N	Total %
Chemical Dependency Specialist	6	16.2	6	20.7	12	18.2	20	30.0	14	42.9	34	35.3
Nursing Program	0		0				26	.0	5	.0	31	.0
Liberal Arts/General and Other Vocational	31	83.8	23	79.3	54	81.8	52	59.6	38	60.5	90	60.0
All Graduates	37	100.0	29	100.0	66	100.0	98	37.8	57	50.9	155	42.6

Part B. Degree Graduate Earned or Expects to Earn

"Have or expect to earn a ...":	Chem. Dep. Spec. Wom. N	Men N	Total N	Total %	Nursing Program Wom. N	Men N	Total N	Total %	Lib. Arts/Other Voca. Wom. N	Men N	Total N	Total %	All Respondents Women N	Women %	Men N	Men %	Total N	Total %
Certificate**									1	2	3	5.6	1	2.7	2	6.9	3	4.5
Associate		1	1	8.3											1	3.4	1	1.5
Bachelor's	4	3	7	58.3	(2)*	(1)*			22	17	39	72.2	26	70.3	20	69.0	46	69.7
Master's		2	2	16.7	(1)	(1)			4	1	5	9.3	4	10.8	3	10.3	7	10.6
Doctor's																		
Not studying for a degree or Cert.	1		1	8.3					1	1	2	3.7	2	5.4	1	3.4	3	4.5
No response	1		1	8.3					3	2	5	9.3	4	10.8	2	6.9	6	9.1
Totals	6	6	12	99.9	0	0			31	23	54	100.1	37	100.0	29	99.9	66	99.9

Part C. Majors in Post MCC Educational Institutions

Major Field	Chem. Dep. Spec. Wom. N	Men N	Total N	Total %	Nursing Program Wom. N	Men N	Total N	Total %	Lib. Arts/Other Voca. Wom. N	Men N	Total N	Total %	All Respondents Women N	Women %	Men N	Men %	Total N	Total %
Business	1		1	8.3					7.5	7	14.5	26.9	8.5	23.0	7	24.1	15.5	23.5
Education	1		1	8.3					2		2	3.7	3	8.1			3	4.5
Humanities-Arts									3	.5	3.5	6.5	3	8.1	.5	1.7	3.5	5.3
Language Arts									2	3	5	9.3	2	5.4	3	10.3	5	7.6
Nursing & Hlth Sciences									2		2	3.7	2	5.4			2	3.0
Science & Engineering									3	5	8	14.8	3	8.1	5	17.2	8	12.1
Social Sciences	2	5	7	58.3					6.5	4.5	11	20.4	8.5	23.0	9.5	32.8	18	27.3
Other@									1	2	3	5.6	1	2.7	2	6.9	3	4.5
Unspecified	2	1	3	25.0					4	1	5	9.3	6	16.2	2	6.9	8	12.1
Totals	6	6	12	99.9	-	-	-		31	23	54	100.2	37	100.0	29	99.9	66	99.9

*None of the numbers in parentheses were graduates attending college but ones who said they expected to receive the designated degrees.

**Certificate in: Women - programming; Men - auto mechanics.

@Other:
Auto mechanics
Cosmetology

Graduates of 1980-81
Table IV (con't.)

Part D. Post MCC Educational Institutions Attended

Educational Institution	Chem. Dep. Spec. Wom. N	Men N	Total N	%	Nursing Program Wom. N	Men N	Total N	%	Lib. Arts/Other Voca. Wom. N	Men N	Total N	%	All Respondents Women N	%	Men N	%	Total N	%
Univ. of Minn.	1.5	1	2.5	20.8					16.5	8	24.5	45.4	18	48.6	9	31.0	27	40.9
Mn. State Universities			3.5	29.2							12	22.2					15.5	23.5
Mankato									1	1			1	2.7	1	3.5		
Metro.	1.5	2							1	3			2.5	6.8	5	17.2		
St. Cloud									3	3			3	8.1	3	10.3		
Private Mn. Colleges			1	8.3							11	20.4					12	18.2
Augsburg									1	2			1	2.7	2	6.9		
Hamline									4	1			4	10.8	1	3.5		
Macalester										1					1	3.5		
St. Mary's Jr. College									1				1	2.7				
St. Mary's, Winona		1													1	3.5		
St. Thomas									1				1	2.7				
Mn. Community College			1	8.3							.5	.9					1.5	2.3
Minneapolis		1							.5				.5	1.4	1	3.5		
Mn. Business & Trade Schools			1	8.3							3	5.6					4	6.1
Mpls. Tech. Insti.	1								1				2	5.4				
Dunwoody										1					1	3.5		
Glamour Beauty Academy										1					1	3.5		
Non Minnesota			2	16.7							3	5.6					5	7.6
Ky., St. Catherine J.C.	1												1	2.7				
La., Southern Univ.		1													1	3.5		
Wis., Univ., River Falls										1					1	3.5		
Wash., Univ. of									1				1	2.7				
Calif., Univ. of, Riverside										1					1	3.5		
No Response	1		1	8.3									1	2.7			1	1.5
Totals	6	6	12	99.9	-	-	-		31	23	54	100.1	37	100.0	29	100.4	66	100.1

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Graduates of 1980-81

Table V

Attitudes Toward Experiences at MCC

Item	Sex	Ch. Dep. Sp. A* AS	Ch. Dep. Sp. D* DS	Nursing A AS	Nursing D DS	LA/Other A AS	LA/Other D DS	All Respondents A AS	All Respondents D DS	% of 98 Wom, 57 Men A/AS	% of 98 Wom, 57 Men D/DS
		Numbers								Percent**	
a. My course work gave me skills for my present job.	W	17	2	25	1	25	10	67	13	68.4	13.3
	M	13		5		21	3	39	3	68.4	5.3
b. My course work met requirements for college transfer.	W	8	4	12	1	38	5	58	10	59.2	10.2
	M	6	2		1	27	3	33	6	57.9	10.5
c. The range of the courses to choose from was adequate.	W	18	2	21	3	43	8	82	13	83.7	13.3
	M	12	2	4		35	1	51	3	89.5	5.3
d. Instruction was generally good.	W	19		25	1	51	1	95	2	96.9	2.0
	M	12	1	5		34	3	51	4	89.5	7.0
e. When I transferred, all credits I expected to transfer were accepted.	W	7	3	5		25	9	37	12	37.8	12.2
	M	5	2	1		24	5	30	7	52.6	12.3
f. I usually received helpful personal attention from: (Check all that apply)											
administrators	W	12	2	12	5	26	9	50	16	51.0	16.3
	M	9	1	4	1	27	4	40	6	70.2	10.5
instructors	W	19	1	23	1	49	1	91	3	92.9	3.1
	M	14		5		33	3	52	3	91.2	5.3
counselors	W	15		15	4	37	7	67	11	68.4	11.2
	M	10	1	5		30	2	45	3	78.9	5.3
librarians	W	14		19	2	33	5	66	7	67.3	7.1
	M	8		4		30		42		73.7	
staff	W	17		13	8	33	7	63	15	64.3	15.3
	M	10	2	4		23	6	37	8	64.9	14.0
Please answer if you earned an Associate degree:											
g. The Associate degree has been helpful.	W	12		23		35	3	70	3	71.4	3.1
	M	5	1	5		23	1	33	2	57.9	3.5
Please answer if you earned a certificate:											
h. The Certificate I earned has been helpful.	W	17		1		1	1	19	1	19.4	1.0
	M	11	1			3		14	1	24.6	1.8
i. The following college facilities were adequate for me											
classrooms	W	20		23	2	46	4	89	6	90.8	6.1
	M	14		4		35		53		93.0	
bookstore	W	18	2	25	1	44	3	87	6	88.8	6.1
	M	10	4	4		34	1	48	5	84.2	8.8
lunchrooms	W	18	2	22	3	35	5	75	10	76.5	10.2
	M	12	1	3		27	3	42	4	73.7	7.0
parking	W	19	1	21	4	40	2	80	7	81.6	7.1
	M	12	1	2	1	24	2	38	4	66.7	7.0
library	W	15	4	17	8	38	7	70	19	71.4	19.4
	M	12	2	3	1	30	4	45	7	78.9	12.3
student lounge	W	14	5	16	7	29	8	59	20	60.2	20.4
	M	11	2	2	1	27	3	40	6	70.2	10.5
j. Student activities I wished to join were available.	W	7	1	8		23	4	38	5	38.8	5.1
	M	5		2		18	7	25	7	43.9	12.3
At MCC:											
k. I acquired study skills.	W	10	4	16	3	45	4	71	11	72.4	11.2
	M	9	1	2	1	33	3	44	5	77.2	8.8
l. I gained confidence in my academic abilities.	W	18		24		51	1	93	1	94.9	1.0
	M	13	1	4		36	1	53	2	93.0	3.5
m. I gained social skills.	W	17	1	11	9	36	4	64	14	65.3	14.3
	M	9	2	2		31	3	42	5	73.7	8.3
n. I left as confused about my personal goals as when I started.	W		19	2	18	3	44	5	81	5.1	82.7
	M	1	10		2	6	27	7	39	12.3	68.4

*A/AS = Agree, Agree Strongly; D/DS = Disagree, Disagree Strongly.

**The difference between 100 percent and percents given is equal to the proportion of no response made to the item and those checking "Don't Know or Not Relevant."

Graduates of 1980-81
Table VI
College Personnel from Whom Graduates Sought Help

Problem	Sex	Ch. Dep. Sp. Adm.	Ch. Dep. Sp. Tch.	Ch. Dep. Sp. Csl.	Nursing Adm.	Nursing Tch.	Nursing Csl.	LA/Other Adm.	LA/Other Tch.	LA/Other Csl.	All Respondents Admin.S N	Admin.S %	Teachers N	Teachers %	Counselors N	Counselors %
		Numbers									Percent of 98 Wom., 57 Men					
Academic difficulties	W	1	13	3		17	4	5	35	8	6	6.1	65	66.3	15	15.3
	M	2	7	4		4		4	24	9	6	10.5	35	61.4	13	22.8
Personal problems	W		7	6		11	3	2	16	14	2	2.0	34	34.7	23	23.5
	M	1	6	1		1	1	2	9	10	3	5.3	16	28.1	12	21.1
Help in planning course work	W		5	9	1	8	13	3	20	31	4	4.1	33	33.7	53	54.1
	M	2	3	11	1	3	3		13	20	3	5.3	19	33.3	34	59.6
Financial Aid	W	5		1	6	1	8	20	1	5	31	31.6	2	2.0	14	14.3
	M	7		3	1		2	15	3	9	23	40.4	3	5.3	14	24.6

Graduates of 1980-81

Table VII
Use of Services

Part A. Participation in or Attendance at College Activities

Activity	Ch. Dep. Sp. Wom.	Men	Tot.	Nursing Wom.	Men	Tot.	Lib. Arts/Other Voc. Wom.	Men	Tot.	All Respondents Women N	% of 98	Men N	% of 57	Total N	% of 155
				Numbers											
Intercollegiate games (basketball, tennis, track, volleyball, softball)	1		1	1		1	7	9	16	9	9.2	9	15.8	18	11.6
Intramural & extramural sports	1	1	2				4	11	15	5	5.1	12	21.1	17	11.0
Choir							3		3	3	3.1			3	1.9
Band															
Theater	1		1	1		1	12	12	24	14	14.3	12	21.1	26	16.8
Special interest group				2		2	4	9	13	6	6.1	9	15.8	15	9.7
College movie				2	1	3	7	11	18	9	9.2	12	21.1	21	13.5
Convocation							2		2	2	2.0			2	1.3
College concert	1		1				3	4	7	4	4.1	4	7.0	8	5.2
Student government							4	5	9	4	4.1	5	8.8	9	5.8
Cheerleader															
Literary magazine								4	4			4	7.0	4	2.6
College newspaper					1	1	4	10	14	4	4.1	11	19.3	15	9.7
Number graduates checking one or more activities	3	1	4	5	2	7	22	25	47	30		28		58	
Total respondents			34			31			90	98		57		155	
Percent participation										30.6		49.1		37.4	

Part B. College Publications Graduates Read

Publication	Ch. Dep. Sp. Wom. N	Men N	Total N	% of 34	Nursing Wom. N	Men N	Total N	% of 31	Lib. Arts/Other Voc. Wom. N	Men N	Total N	% of 90	All Respondents Women N	% of 98	Men N	% of 57	Total N	% of 155
Catalog	18	8	26	76.5	16	3	19	61.3	33	24	57	63.3	67	68.4	35	61.4	102	65.8
Student Handbook	13	7	20	58.8	16	2	18	58.1	28	19	47	52.2	57	58.2	28	49.1	85	54.8
Weekly Student Bulletin	15	9	24	70.6	15	4	19	61.3	31	22	53	58.9	61	62.2	35	61.4	96	61.9
College Newspaper	14	11	25	73.5	12	4	16	51.6	31	26	57	63.3	57	58.2	41	71.9	98	63.2

Part C. Use of Specified College Services

Service	Ch. Dep. Sp. Wom.	Men	Tot.	Nursing Wom.	Men	Tot.	LA/Other Wom.	Men	Tot.	All Respondents Women N	% of 98	Men N	% of 57	Total N	% of 155
				Numbers											
Child Care Center				3		3	6	2	8	9	9.2	2	3.5	11	7.1
Student Health Center				3	2	5	1	6	7	4	4.1	8	14.0	12	7.7
Learning Assistance Center	3	1	4	3	1	4	16	9	25	22	22.4	11	19.3	33	21.3
Black Student Support							4	4	8	4	4.1	4	7.0	8	5.2
American Indian Support		1	1				1	4	5	1	1.0	5	8.8	6	3.9

Part D. Whether Graduates Received Financial Aid from Public Funds to Attend MCC

Financial Aid	Chem. Dep. Sp. Wom. N	Men N	Total N	%	Nursing Program Wom. N	Men N	Total N	%	Lib. Arts/Other Voca. Wom. N	Men N	Total N	%	All Respondents Women N	%	Men N	%	Total N	%
Received	8	8	16	47.1	12	2	14	45.2	24	13	37	41.1	44	44.9	23	40.4	67	43.2
Not Received	12	5	17	50.0	14	3	17	54.8	28	24	52	57.8	54	55.1	32	56.1	86	55.5
No Response		1	1	2.9						1	1	1.1			2	3.5	2	1.3
Totals	20	14	34	100.0	26	5	31	100.0	52	38	90	100.0	98	100.0	57	100.0	155	100.0

Table VIII
Whether the Graduate Would Recommend that Friends and Relatives Attend MCC

Recommendation	Chem. Dep. Sp. Wom. N	Chem. Dep. Sp. Men N	Chem. Dep. Sp. Total N	Chem. Dep. Sp. Total %	Nursing Program Wom. N	Nursing Program Men N	Nursing Program Total N	Nursing Program Total %	Lib. Arts/Other Voca. Wom. N	Lib. Arts/Other Voca. Men N	Lib. Arts/Other Voca. Total N	Lib. Arts/Other Voca. Total %	All Respondents Wom. N	All Respondents Wom. %	All Respondents Men N	All Respondents Men %	All Respondents Total N	All Respondents Total %
Would Recommend	19	12	31	91.2	23	5	28	90.3	50	34	84	93.3	92	93.9	51	89.5	143	92.3
Would not Recommend	1		1	2.9	1		1	3.2	1		1	1.1	3	3.1			3	1.9
Undecided		1	1	2.9						2	2	2.2			3	5.3	3	1.9
No Response		1	1	2.9	2		2	6.5	1	2	3	3.3	3	3.1	3	5.3	6	3.9
Totals	20	14	34	99.9	26	5	31	100.0	52	38	90	99.9	98	100.1	57	100.1	155	100.0

List 2
Alumni Activities Graduates Would
Take Advantage of If Offered

Chemical Dependency Specialist

Women	Men
2-None	Reunions, etc.
Evening classes in Women's Studies.	Travel.
C.D. student reunion for my class.	
Any get together.	
Around Christmas when visiting Mn.	

Nursing Program

Women	Men
None	Not familiar with programs or activities
Alumni	
A reunion of graduates of 1981's Nsg. Program.	
Nursing class reunion.	
Teas-picnics.	

Liberal Arts, General and Other Vocational

Women	Men
None	Class reunion of 1981.
2-Class reunion	Class reunion.
Would like to be on mailing list for theater, concerts, etc.	Anything offered, if interested.
Occasional reunion; newsletter-biannual?	I Phelta Thigh parties.
A dinner	Get together parties for international students.
Volleyball	Alumni Day
Any intramural sports	Visiting alumni speaking to current students about furthering their education.
Theater	Teaching.
Reunions, some fund raisers, picnics & outings.	Annual luncheon, party, etc.
Anything offered if interested	Free audit classes
Recruiting new students	Keg party.
A dance or something	Any & all.
Women's studies	Not interested
Student Govt., parent board, theater.	I'm proud to be an alumni and I'd like to be informed of activities.

Graduates of 1981
List 3
Comments and Suggestions

Nursing Program
Women

Nurses need more clinical experience. Upon entrance into the program they should have their liberal arts courses out of the way, then concentrate on 2 years of nursing only.
The cafeteria was an unpleasant place to eat. Loud music, messy, and obnoxious students "hung out" there.
Clerical staff were usually quite rude especially on registration days. Many a time I waited for one of the staff to ask if I needed help. They were usually discussing personal matters as I waited at the desk for assistance. At the office where fees were paid, the staff were quite friendly and patient.
(Librarians) were not very friendly. (Staff) most helpful. Financial aid and records office has much to be desired.
I really enjoyed MCC - I would and have recommended it to friends.
I thought the general staff in the office except for the older workers, were unhelpful, didn't care, and were at times rude. My friends and I discussed it often.

Men

Chemical Dependancy Specialist
Women

Expand CD certificate to include a state license for Chem. Dep. Counselor.
I was impressed and encouraged by my experience at MCC and would recommend it to anyone interested in a college education.
My CD degree was acceptable to Hazelden where I am now employed even though they have their own training program. I am as skilled as their own personnel for the 7 months I have been there working as a counselor. Thank you.
I enjoyed my time at MCC.
Larger library and more available hours. Great school. I still wear my Metro jersey! Also- if not already changed, a friendlier financial aid secretary.
Suggest more internship time in expanded areas of field. More diversity. Believe there is a need for a more professional director of the Chem. Dep. Program.
Would like this year's class bulletin and registration information so that I could come back to MCC and receive an AA degree.
I still haven't gotten my certificate although I applied twice.
I would not recommend MCC for their CD program. Not enough teaching skills; does not offer enough. Too easy in general!
I was very unhappy at not being recognized at my graduation ceremony and having to wait several months after completion to receive my Certificate.
I enjoyed my time at MCC. Thank you.
Need a smoking and non-smoking student lounge.

Graduates of 1981
List 3
Comments and Suggestions

Chemical Dependancy Specialist
Women (Cont.)

I wasn't very willing to fill out this form because I had to wait 9 months for my certificate and then my name was misspelled. I had wanted to send a copy to an aunt who helped me make it financially able to finish my internship, but since my name was misspelled I was embarrassed to do this.

I personally enjoyed the school and instructors. I found the instructors to be warm, sensitive, and caring and would highly recommend the school. Courses transferred only at Metro.

Men

My suggestion for CD students is that there be a tighter screening process for new students. I felt at times that my classroom time was wasted by people bringing in their own personal problems that should have been dealt with before starting CD certification or with their own personal therapist.

Quality of grading procedures very poor indeed.

Chem/ Dep. Dept. - super! Good riddance to __and __!

I had a very hard time finding a job, due to lack of experience.

Thanks for attention and help while I was a student at MCC. I had an enjoyable 2 years.

We are highly recognized in this field. I would like to see that continued by outstanding curriculum and staff. Thank you.

The organization of schedules, payments, grades, certificates, degrees, and education - and the processing of them - seemed inadequate and caused me several hassles (i.e., misplaced paperwork, inacurate records, etc.) resulting in a lot of extra work for myself to straighten out misunderstandings between staff members and teachers. Improved communication and organization would be beneficial.

You should get state acceptance of CD certificate.

I thoroughly enjoyed my stay at MCC. I am grateful for the opportunity to have attended. The teachers are excellent. I really admire_____ and_____. They are brilliant.

I received patience from the Financial Aids Office which I appreciate. The course scheduling 1 day classes is amen able to full time work.

The orientation for newcomers taking the CD courses should be more thorough and concrete.

General - Liberal Arts
Women

Educational opportunities at MCC are excellent. Thank you.

A general education suits my needs very well. Journalism credits were received via competencies. As a full time, employed, single parent I really had little time for any extra activities at MCC. I do feel, however, that my classes, were good, helpful, and for the most part interesting. I felt, almost without an exception, that the instructors were good, prepared, interesting and thorough and while I did not get involved in extracurricular activities, I did meet a lot of fantastic people -- some younger, some older and some from my own age group. This social interaction was a learning experience just as much so as my formal classes.

I would put more women's studies programs to be available. __is the best. I usually had a hard time finding classes to fit my schedule. I never would take night classes due to

41

Graduates of 1981
List 3
Comments and Suggestions

General - Liberal Arts
Women (Cont.)

the location of the school.
Better care of college grades, tuitions paid, and applications for graduation.
As a returning student to MCC, I appreciated the time and interest shown me and the "personal touch" of a smaller college. It was terrific to spend time with the teachers - unlike now where I spend more time talking to teaching assistants at the U of M!
My employer paid my tuition.
I'm glad to help out. Keep up the good work.
I intend to continue with my education in some form - probably with University classes. I enrolled in the independant degree classes for planning your own degree work (MetroSU) but feel at my age I'd prefer structured classes rather than the competency based plan. In other words, I want to learn something new rather than write up what I know.
Some courses transferred I didn't think would. Front office staff stinks. Where was the no smoking lounge? Related to my trying to get into your nursing program, I never heard a word. Not 1)whether my application was received - I called twice and wrote once, 2) or what my status was on the waiting list or whatever. I got a distinct feeling that you didn't care!
The counselors were never helpful. I usually left more confused after talking to them and didn't appreciate waiting for hours or days to get a simple question answered much less other pertinent information.
My two year experience at MCC was great! I learned a lot about myself and met a lot of new people. The teachers were great and the counselors provided all the information I needed to complete my degree.
[Re. range of courses] Range, but not number of sections, especially Math. [Re. AA] I expect AA to be helpful if I transfer.[Re. facilities] No non-smoking facilities for eating or lounging. No quiet place to study (includes library). [Re. counselors] Asked, but generally not helpful. [Re. LAC] Tutors very helpful. This questionnaire could be more candid if name and address were not required information. I loved "Metro". Academically it is very good. The facilities for social activities were not good and were directed to small groups. Teachers very good. Tutoring system good, but need more for upper division math and science.
Very inconsiderate office personnel on a whole; never experienced such disrespect in an office! Both financial aids and administration. Not trying to be negative about the office personnel but it's <u>really</u> bad. Many students won't ever go in office unless they have to. Cultural diversity; teachers are great. Most teachers high caliber and <u>care</u>. (other staff doesn't - almost seem to like it that way.)
One of the most useful tools taught was library skills course. I would strongly urge that course be required. Also the course should have its own classroom and teaching area. Thank you.
I didn't take advantage of all I could. Also I really wasn't aware of them. That's my fault!
I found some counselors lacking in knowledge of requirements, course planning, and transfer credits in relationship to the U of M's criteria.
I feel Spanish as a language should be offered along with a Spanish Club. I feel all of the journalism courses that are listed in the catalog should be offered so that those credits woul all transfer, but as it stands they will <u>not</u>! I also feel graduating students should have the option of using a robe for marching in the ceremony. The school should offer more of the essential courses for summer school. I also feel that for every student that is able to register for the lecture of a science course ought to be able to register for the lab. It shouldn't be closed to them.
I think that there was a support group for the handicapped. MCC was a very good school to attend. Staff and teachers were great.

Graduates of 1981
List 3
Comments and Suggestions

General - Liberal Arts
Women (Cont.)

I enjoyed attending this college and it helped me meet my goal.
Shortly I will be transferring my final requirements for my certificate in accounting. The teachers were all good but the classes could probably be made a little more challenging as I never did homework (other than papers, reports, etc. for English) at all but still got pretty good grades.
I really enjoyed MCC for the personal contact with instructors, diverse student body. More and new courses could be added, though.
Very proud of my graduation from MCC in 1981. Accomplished something I will always value!
Hang on to (instructor) at all costs. She's terrific!
MCC was too "easy" and consequently carries no real significance. Institute more challenging and strict requirements. Going on to Mankato I laugh at MCC - a joke. My objectives at MCC were met: AA degree to transfer to Mankato.
The participation of teachers at MCC was outstanding for me.
I feel MCC is a good college and I do recommend it to any who feels they are not ready or don't want to go to a bigger or 4 year college or university.
Activities were not available to CWA students. It was very disturbing to discover that 3 months of daily phone calls were required in order to obtain an accurate copy of my transcript.
The CWA program is super. The quality of the instructors and course work compare very favorably to the quality of classes and instructors at the University.
I was grateful to study at MCC.
I had a good experience with MCC as far as an educational facility goes. My only complaint would be in regards to a few courses I took that were useless, impractical, and a waste of time. (Far below college level.)
Metro has brought me a long way. I find communication with Life 100% easier.
Enjoyed MCC. Did not like method of registration - Chem. Dep. and Nursing students first - then the rest.
1) I was misinformed about financial aids by (director). 2) The student newspaper is little more than a "hobby sheet" (not really an effort to teach journalism and newswriting techniques. 3) The LAC is disorganized and poorly run. 4) The day care center was very handy--I still use it.

Men

The value of CBE should be offered only as a progress toward an AA. Credits are not accepted by many private schools. I did not check to see if MCC lists colleges accepting such credits. Students should know in advance.
MCC needs a swimming pool and financial aid for international students.
I simply achieved my object at MCC and left happily, but till now still expecting my associate degree.
It has been a great 2 years at MCC in the domain of studies and also social activities. Thank you.
MCC is a good institution. I will recommend my friends and relatives to attend.
I learned a lot at MCC socially and educationally.
Rotten political science program. No debate activity. Would recommend MCC for a cheap education. Why is ___ who holds doctorate in Political Science, is a graduate of GWU in DC. and was a two term member of MN House of Representatives teaching history and sociology instead of political science? You should get rid of that dunce ___ and ___. They give the place a bad name.

Graduates of 1981
List 3
Comments and Suggestions

General - Liberal Arts
Men (Cont.)

I enjoyed going to school there. It was a nice experience. I hope the progress I've seen on the school is for the better.

Outstanding beyond any doubt.

The Learning Center should be adequately financed to enhance its potentials. The student records office should watch their increasing inefficiency.

I wished that I could have had all my courses during the day. Because I was a full time student.

I attended for three years and my experience there was generally pleasant.

I am very happy with my MCC AA degree. Without your program I may never have received it.

I enjoyed my stay at Metro very much and I learned a lot about life also.

Very poor poetry class. Books contain too much vulgarity - not necessary for education. Generally very good college.

The Financial Aid office was uncooperative.

The college is not bad generally, but I should suggest that the college authority should see to the foreign students paying heavy money (school fee) because that drives away peoples. Thanks a lot.

Community college life was a good experience for myself. I enjoyed the school and it didn't cost half as much as a four year college would have. I learned about college life and what it takes to get a degree. I'm glad I went to school for 2 years to find out if college was for me. Receiving that Associate degree meant a lot to me because it shows that I attended college and took the time to try and improve on myself. You get out of something exactly what you put into it. I received the confidence that I need from the degree to help me decide what I wanted to do in life.

I noticed our studies were slanted towards an all white perspective. How a white Human Service worker deals with a person of color and not how one human being would work with a fellow human being.

It should be explained to Metro students who expect to transfer to 4 year colleges that the 3 credit courses do not transfer. 4 credits are required.

Things I disliked the most were some of the classes I had to take to earn a law enforcement degree - Music and art. These courses have nothing to do with my degree, but I still had to take these classes to get my degree. The student should have the choice to take these classes, not just so a teacher is ensured students.

Minneapolis
Community
College

1501 Hennepin Avenue
Minneapolis, MN 55403—1779

APPENDIX

March 29, 1982

Dear Graduate:

Minneapolis Community College has a genuine interest in you as one of our recent graduates and would like to know what you have been doing since leaving Minneapolis Community College.

We would also be interested in how you feel about the education you received here. We expect this information to be useful in improving our offerings to students.

Would you please help by completing the enclosed questionnaire and returning it in its stamped, addressed envelope. All individual responses will be held in confidence and presented only in grouped form.

Please complete and return the questionnaire now while you have it in hand.

Sincerely,

Richard W. Hebert

Richard W. Hebert
Dean of Students

RWH:rs

Enclosures

An Affirmative Action/Equal Opportunity Employer

APPENDIX

Minneapolis Community College
1501 Hennepin Avenue
Minneapolis, Minnesota 55403

Graduate Follow-Up Questionnaire

1. General Information:

a. Name _____ b. Sex: Ma___ Fe___ c. Year of Birth _____

d. First registration at MCC was as a (please check one): New Freshman (no transfer credits)___

Transfer Student ___

e. MCC major or program: _____

f. I received: ___an Associate Degree ___a Certificate

2. Experience after leaving MCC:

Current Paid Employment:

a. Employed: Full Time___ Part Time___ Seeking Work___ Not Seeking Work___

b. Job title or duties: _____.

c. The job is the same I held before enrolling at MCC. Yes___ No___

d. My work:

(1) represents what I wanted to do:
___very well
___acceptably
___tolerably
___unsatisfactorily and unrewardingly

(2) ___is in the field I studied at MCC.
___is not in the field.

(3) ___is temporary because I have not completed my education and will change jobs when I do finish.

e. My place of employment is located in _____.
City State

f. My monthly salary (before taxes):

___$ 1-400	___701-800	___1101-1200	___1501-1600	___1901-2000
___401-500	___801-900	___1201-1300	___1601-1700	___2001-2100
___501-600	___901-1000	___1301-1400	___1701-1800	___2101-2200
___601-700	___1001-1100	___1401-1500	___1801-1900	___2200 +

Education Since MCC:

g. ___Am (or) ___was a student at _____,
majoring in _____.

h. Have or expect to earn a (certificate in: _____); (bachelor's ___), (master's___), (doctor's___) degree; (not studying for a certificate or degree___).

3. Experience at MCC:

Please respond to the items that follow by checking whether you strongly agree, agree, don't know or not relevant, disagree, or strongly disagree. If you would like to make other comments, please do so in #4 below.

	Agree Strongly	Agree	Don't Know or Not Relevant	Disagree	Disagree Strongly
a. My course work gave me skills for my present job.	___	___	___	___	___
b. My course work met requirements for college transfer.	___	___	___	___	___
c. The range of the courses to choose from was adequate.	___	___	___	___	___
d. Instruction was generally good.	___	___	___	___	___
e. When I transferred, all credits I expected to transfer were accepted.	___	___	___	___	___

OVER

	Agree Strongly	Agree	Don't Know or Not Relevant	Disagree	Disagree Strongly
f. I usually received helpful personal attention from: (Check all that apply)					
administrators	—	—	—	—	—
instructors	—	—	—	—	—
counselors	—	—	—	—	—
librarians	—	—	—	—	—
staff	—	—	—	—	—
Please answer if you earned an Associate degree:					
g. The Associate degree has been helpful.	—	—	—	—	—
Please answer if you earned a certificate:					
h. The Certificate I earned has been helpful.	—	—	—	—	—
i. The following college facilities were adequate for me:					
classrooms	—	—	—	—	—
bookstore	—	—	—	—	—
lunchrooms	—	—	—	—	—
parking	—	—	—	—	—
library	—	—	—	—	—
student lounge	—	—	—	—	—
j. Student activities I wished to join were available.	—	—	—	—	—
At MCC:					
k. I acquired study skills.	—	—	—	—	—
l. I gained confidence in my academic abilities.	—	—	—	—	—
m. I gained social skills.	—	—	—	—	—
n. I left as confused about my personal goals as when I started.	—	—	—	—	—

o. If I needed help with any of the problems listed below, I asked for help from (please check for each problem) administrators, teachers, or counselors:	Administrators	Teachers	Counselors
academic difficulties	_____	_____	_____
personal problems	_____	_____	_____
help in planning course work	_____	_____	_____
financial aid	_____	_____	_____

p. I participated in or attended the college activities checked below:

___intercollegiate games (basketball, tennis, track, volleyball, softball)
___intramural and extramural sports
___choir
___band
___theater
___special interest group
___college movie
___convocation
___college concert
___student government
___cheerleader
___literary magazine
___college newspaper

q. College publications I read were:

___Catalog
___Student Handbook
___Weekly Student Bulletin
___College newspaper

r. I used the following college services:

___Child Care Center
___Student Health Center
___Black Student Support
___Learning Assistance Center
___American Indian Support

s. I (___did) (___did not) receive financial aid from public funds to attend MCC.

t. I (___would) (___would not) recommend that my friends and relatives attend MCC.

u. Activities for alumni I would take advantage of if offered are: _____

_____

4. Comments, suggestions, etc.: _____

_____

_____

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